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ABSTRACT

This document contains the information required to deliver a 1-semester beginning keyboarding course designed to give high school students a basic understanding of the following: parts of a computer; keyboard functions; Windows 95; keypads; techniques for proofreading and formatting various documents; basic word processing features; capitalization and punctuation rules; word division; principles of editing; techniques producing simple tables; and use of the Internet for research. Included in the document are the following: rationale; course overview; course objectives; lesson plans for the course's 13 units; class activities; list of 14 Internet resources; keyboarding rubric for letters and memos; quiz for the proofreading unit; language arts and keypad skills worksheets; and bulletin board ideas. The unit topics are as follows: learn letter key operation; master keyboarding and language skills; get acquainted with symbol keys; learn number keypad operation; learn to center documents; master keyboarding and language skills; learn to format memos; learn block letter format; master keyboarding and language skills; learn unbound report format; learn simple table format; assess keyboarding and application skills; and participate in a keyboarding simulation on ethics--the right thing to do. (MN)

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ED 412 349

KEYBOARDING I

Dr. Donna Everett
BEOS 621

Marita S. Roby
July 30, 1997

U.S. DEPARTMENT OF EDUCATION
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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RATIONALE

Keyboarding is a first step to becoming computer literate. In this age of technology, it is imperative that students be able to meet this challenge by taking classes that are designed to meet the needs of individuals in preparation of careers, full-time employment, and their personal lives.

This class teaches a real-life skill, as well as, discipline, problem-solving, and attention to detail. Keyboarding I, taught as an introductory class, will also serve as the foundation for those students who want to continue in other computer-related classesand a review of language arts.

COURSE OVERVIEW

Keyboarding I is a mandatory semester course for students in grades 9 - 12. Each class period is 90 minutes in length. Much can be accomplished in this time period if students are kept on task. Discipline problems can be kept at a minimum. A varied curriculum can break the monotony and make learning a fun experience.

Since the keyboarding text did not have a unit on introduction to computers, I developed one for the first week of class. The text does contain a list of computer-related terms that I incorporated into the introduction. Only those terms that were necessary for beginners was used. Other terms, such as those for word processing, will be included as they are required.

Some students will have prior knowledge of computers and others will not. A test (included at the end of this packet) over relevant terms and concepts for beginning computer students, will be used as both a pre-test and post-test to determine computer knowledge at the beginning of the class.

The course content of the text has been modified to incorporate what I believe to be the more necessary skills. Ex: keypad lessons vs. learning the individual keys. The software that comes with the text is an excellent source of instant feedback for the student. A warmup will be posted on the board each day for the students as they enter the room. They will be expected to set up their workstation, log on the system, access the keyboarding software, and begin their warmup immediately. (This has worked for me in the past.) This sets the tone for the class and more work can be accomplished in the class period.

Instituting collaborative learning is an exciting prospect. I believe that the students will benefit greatly and it would certainly keep me on my toes.

COURSE OBJECTIVES

At the end of this course, students will be able to type at least 40 wpm with minimal mistakes. They will have a basic understanding of:

A. the parts of the computer
B. keyboard functions
C. Windows '95
D. the keypad
E. proofreading
F. formatting various documents
G. basic word processing features
H. capitalization and punctuation rules
I. word division
J. editing
K. setting up simple tables
L. how to use the internet for research

DAY ONE--WEEK ONE

INTRODUCTION TO CLASS AND COMPUTERS

LESSON OBJECTIVES:

Students will be able to:

1. Understand class rules and expectations
2. Identify parts of the computer
3. Recognize special keys on the keyboard

PROCEDURE:

- Class introductions and "ice breaker" using first name and adjective that begins with the same letter as the first name and describes that student. (Example: Merry Marita) Students must remember the adjective and name of the person preceeding them before they give their adjective + first name.

- Go over classroom rules and expectations for the class. Give students a contract to sign that states that they will not deface the textbooks or misuse the computers in any way. Explain the consequences.

- Guide students through the parts of the computer and their use.

- Have students identify the letter, function, and symbol keys, keypad, special-use keys, etc.

- If time permits, hold a question and answer session on computer and keyboard parts.

CLOSURE:

- Discuss with students the value of learning keyboarding

INSTRUCTIONAL MATERIALS:

Student contract handout (included at the end of this project)

FLEMING COUNTY HIGH SCHOOL
CLASS CONTRACT FOR ROOM 107
KEYBOARDING

I agree to abide by the following rules:

I will not write in or otherwise deface any textbook; nor will I take it from the room without permission from the teacher.

I will not abuse (in any way) the computer equipment, including printers, monitors, mice, keyboards, or processors.

I will be careful with my diskette, knowing that I could lose all of my assignments if I mistreat it.

I will not copy anyone's disk/work and turn it in as my own.

I will treat all classroom equipment with care. This includes tables, chairs, etc.

I will respect the property of others.

I will conduct myself in a kind and courteous manner at all times.

I will take responsibility for all of my work by writing down assignments when given.

I will strive to turn in homework and class assignments when they are due.

I will not miss class for reasons other than emergencies or illness.

I will turn in missed assignments (for excused absences) within three days from the date that I return to school.

I understand that I will not be able to make up daily assignments given as participation grades.

I will use good grammar and manners while in this class.

I will not be tardy for class.

I will not disrupt class by excessive talking and noise.

I will not play games on the computer unless I have express permission by the teacher to do so.

I will not attempt to copy any files that I am not entitled to.

I will clean up my work area not more than five minutes before class is over. If I finish with all of my assigned tasks, I will practice my keyboarding skills or otherwise remain quiet out of respect for my classmates.

I will only turn in work that has been done to the best of my ability.

I will uphold these class rules even in the absence of the regular teacher.

I will treat any substitute teacher with the same courtesy and respect as I do Ms. Roby.

By my signature, I agree to the above class rules.

_____

Student Name

_____

Date

DAY TWO--WEEK ONE

INTRODUCTION TO COMPUTERS CONTINUED

LESSON OBJECTIVES:

Students will understand:

1. the use, care, and parts of a diskette
2. how to move around Windows using the mouse and keyboard
3. need for good posture
4. neatness and arrangement of workstation materials

PROCEDURE:

- Review computer and keyboard parts from yesterday's class
- Show students a diskette that has purposely been taken apart, describing how a disk works in the drive; proper use and handling; insertion, etc.
- Demonstrate proper posture
- Show how to position the monitor, use of bookholder, storage of backpacks, etc. out of the aisle, other reference materials
- Turn on computer and monitor and access windows. Show how to hold the mouse correctly and move around the screen.
- Have students practice using the mouse for remainder of class

EVALUATION:

- Group questions
- Demonstration of proper techniques

INSTRUCTIONAL MATERIALS:

Century 21 Keyboarding & Information Processing text
Sample diskette (taken apart)

DAY THREE:--WEEK ONE

INTRODUCTION TO COMPUTERS CONTINUED

LESSON OBJECTIVES:

Students will have knowledge of:

1. computer related terms such as: menus, word wrap, help screens, scrolling, file names, directories, cursor movements, and document codes.
2. creating directories
3. how to name files
4. saving files in created directories

PROCEDURE:

- Using transparencies, show examples of common computer related terms that will be applicable to this class. Have students boot their computers and follow along as directions are given and transparencies are shown.

- Walk students through the process of naming and creating a directory with an appropriate name. Example: <Letters>

- Show students how to name files that they will be creating.

- Walk students through the procedure of accessing their newly created directory and then saving a file in it.

- Review all concepts and terms learned .

EVALUATION:

Question and answer session

INSTRUCTIONAL MATERIALS:

Century 21 Keyboarding & Information Processing text
Transparencies
Overhead projector

DAY FOUR--WEEK ONE

INTRODUCTION TO COMPUTERS CONTINUED

LESSON OBJECTIVES:

Students will be able to:

1. Boot the computer and log on the system.
2. Access and use microcomputer keyboarding program
3. Save and retrieve information to disk.
4. Send information to the printer.
5. Power down the system.

PROCEDURE:

- Have student boot the computer to Windows. Show how to log on and access the keyboarding program by clicking the icon on the Windows screen.
- Have students type in their name, address, parent's name, telephone number, and interests; name and save it to disk, watching the drive light for verification.
- Walk students through the printing procedures; have them print their personal info.
- Exit the program and log off the system.
- Review the procedures by having students log on the system, access the keyboarding program, close out, and log off.
- Review all terms, procedures, and concepts learned during the week. Assign a written evaluation over this information for tomorrow.

EVALUATION:

Question and answer session to check for student understanding.

INSTRUCTIONAL MATERIALS:

Century 21 Keyboarding & Information Processing text

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DAY FIVE--WEEK ONE

INTRODUCTION TO COMPUTERS CONTINUED

LESSON OBJECTIVES:

Students will:

1. complete and pass written evaluation of all concepts and terms learned about computer usage.
2. demonstrate their proficiency in accessing and logging on the system
3. illustrate their knowledge of proper position at the keyboard
4. show correct usage of the mouse

PROCEDURE:

- Hand out written evaluation to be completed.
- Go over answers.
- Assuming correct positioning at the keyboard, have students access the system and log on. Allow them to go into the Games menu and select a game to play and practice their use and control of the mouse.

EVALUATION:

Written examination
Sight checking seating technique; control and use of mouse

INSTRUCTIONAL MATERIALS:

Century 21 Keyboarding & Information Processing text
Test

COMPUTER EVALUATION

Directions: Write your answers to the following questions on the corresponding lines.

1. What is the small hand-held device used to control a pointer on the screen? _____

2. What device transfers information from the computer to paper? _____

3. What is the "brain" of the computer?" _____

4. What is the screen that displays the information in the computer? _____

5. What is used to enter data into and issue commands to the computer? _____

6. What do you call the large capacity, permanent storage area that offers fast access to the information stored on it? _____

7. What is the group of parts that make up the computer system and that can be seen and touched? _____

8. What is the special kind of software that provides a graphics environment, that is, an icon-based link between you, and the application software? _____

9. What is the optional "period and up to three characters" at the end of a filename called? _____

10. In Windows 95, what are directories called? _____

11. How many characters may a filename contain? _____

12. What would be a descriptive file extension to identify a group of letters? Reports? Memos? _____

13. What is the screen background area on which windows and icons are displayed? _____

14. Information stored on a disk under an assigned name. _____

15. Appearance of printed characters; a font consists of the typeface name (such as Courier), the style (such as bold or italic), and the size (such as 10 point). _____

16. Small, special-purpose window that appears on a screen so that the operator can input information the software need to perform a function. _____

17. List of options on a display screen from which operating features are selected. _____

18. Bar (or line) containing menu descriptions, prompts to actions, or information about the document on screen, such as type font and cursor position. _____

19. Display a document on screen after it has been stored (saved) on a disk. _____

20. Software feature that makes room for more lines of copy by causing the first line to "disappear" off the top of the display screen. _____

21. TV-like screen used to display information; also ca,,ed CRT and VDT. _____

22. Set of keys (F1, F2, etc.) Used alone or with Shift, Ctrl, and Alt keys to issue software commands. _____

23. Style (arrangement, placement, and spacing) of a document; also to arrange a document in proper style or form. _____

24. Feature that sets a tab that serves as a temporary left margin. _____

25. The key that deletes the character to the left of the cursor. _____

PHASE 1- THE ARTS

UNIT 1- LEARN LETTER-KEY OPERATION

Lessons:

1	Home Keys (fdsa jkl;)
2	New Keys: H, E, I, R
3	Review and Evaluation
4	New Keys: O, T, N, G
5	New Keys: Left Shift and Period
6	Review and Evaluation
7	New Keys: U, C, W, Right Shift
8	New Keys: B, Y
9	Review and Evaluation
10	New Keys: M, X, P, V
11	New Keys: Q, Comma
12	Review and Evaluation
13	New Keys: Z, Colon
14	New Keys: CAP LOCKS, Question Mark
16	Tab Key
17	Review Check and Evaluation
	LANGUAGE & WRITING SKILLS 1

UNIT 2 - MASTER KEYBOARDING/LANGUAGE SKILLS

Lessons:

18	Keying Technique/Language Skills
19	Keyboarding/Language Skills - Capitalization
20	Keyboarding/Language Skills - Punctuation
21	Keyboarding/Language Skills - Proofreading
22	Skill Builder 1
	LANGUAGE & WRITING SKILLS 2

UNIT 3 - GET ACQUAINTED WITH SYMBOL KEYS

Lessons:

23	New Keys: /, $, %, and -
24	New Keys: #, &, and ( )
25	New Keys: ', ", _, and *
	LANGUAGE & WRITING SKILLS 3

PHASE 2 - LITERATURE

UNIT 4 - LEARN NUMERIC KEYPAD OPERATION

Lessons:

26 New Keys: 4/5/6/0

27 New Keys: 7/8/9

28 New Keys: 1/2/3

29 Skill Builder 2
LANGUAGE & WRITING SKILLS 4

30 WORD PROCESSING 1
Center Delete Undelete and Undo Block Text
Copy and Move Center Page View Envelope

UNIT 5 - LEARN TO CENTER DOCUMENTS

Lessons:

31 Horizontal Centering

32 Lists, Announcements, and Memos
Evaluation

UNIT 6 - MASTER KEYBOARDING/LANGUAGE SKILLS

Lessons:

33 Keyboarding/Language Skills

34 Keyboarding/Language Skills Review
Evaluation

UNIT 7 - LEARN TO FORMAT MEMOS

Lessons:

35 Simplified Memos

36 Standard Memos

37 Simplified and Standard Memorandums
Skill Builder 3
LANGUAGE & WRITING SKILLS 5

UNIT 8 - LEARN BLOCK LETTER FORMAT

Lessons:

38 Personal Business Letters

39 Business Letters

40 Block Letter Mastery

41 Modified Block Letter Mastery
Evaluation

UNIT 9 - MASTER KEYBOARDING/LANGUAGE SKILLS

Lessons:

42 Keyboarding/Language Skills

43 Keyboarding Check & Improvement

LANGUAGE & WRITING SKILLS 6

WORD PROCESSING 2

Flush Right Tabs Paragraph & Hanging Indent
Hard Page Break Numbering Pages Speller

UNIT 10 LEARN UNBOUND REPORT FORMAT

Lessons:

44 Unbound Report Model

45 Unbound Reports

46 Book Report from Rough Draft

47 Unbound Report with Listed Items

48 Three-Page Unbound Report

49 Left-bound Report

Skill Builder 4

LANGUAGE & WRITING SKILLS 7

UNIT 11 - LEARN SIMPLE TABLE FORMAT

Lessons:

50 Simple Two-Column Tables

51 Tables with Secondary Headings

52 Two-Column Tables with Column Headings

53 Three-Column Tables with Multiple Features

54 Tables with Multiple Features

55 Tables with Totals and Footnotes

Skill Builder 5

LANGUAGE & WRITING SKILLS 8

UNIT 12 - ASSESS KEYBOARDING/APPLICATION SKILLS

Lessons:

56 Assessment Preparation

57 Assess Keyboarding and Correspondence Skills

58 Assess Report Skill

59 Assess Keyboarding and Table Skills

UNIT 13 - TWIN CITIES YOUTH CAMP FOR FINE & PERFORMING ARTS

Lessons:

61-63 A Keyboarding Simulation

YOUR PERSPECTIVE - ETHICS: The Right Thing To Do

CLASS ACTIVITIES

PORTFOLIO WRITINGS:

I. Students will do two portfolios writings. The topics will include:

A **The Person Who Has Most Influenced My Life**
- a. How have they influenced your life?
- b. What traits do you most admire in that person?

B. **Relevancy of Keyboarding in Our Changing World**
- a. Internet research
- b. What technological advances are in the foreseeable future?

Both topics will need to be long enough to cover the subject adequately. They should be at least two typewritten pages in length, double-spaced; formatted in unbound report style with excellent grammar and punctuation skills exhibited;.spell-checked and proofread carefully.

Topic 2 should be researched on the Internet, with locations cited. Parts a and b should be included but not the only points addressed.

The library is the only location connected to the Internet at this time. You should begin on Topic 2 as soon as possible in order to avoid a last minute rush. A rough draft of the topics are due on October 1. A final typewritten copy is due on October 5. No late papers will be accepted.

II. Student portfolios will be developed and a grade assigned and averaged with the final exam. Included in the portfolios will be:

A. A copy of each portfolio writing (final draft)
B. A sample of each type of document learned
C. At least one timed writing
D. Any report done for group work

TEAM WORK:

At least once a week groups will be formed for activities such as practice proofreading of previously typed papers, vocabulary drills, and reviews. Keyboarding speed and accuracy charts will be maintained by groups. Class reports will be given on interesting topics related to business. Discussions will be held on problems facing employers/employees today.

Teams will be asked to contribute questions for periodic written evaluations and topics for discussion. Each team will decide on group rules and behavior. One member will be a record keeper for anyone absent in his/her group. This person will write down missed assignments for the absent member. One member will be designated as speaker for the group. A third member will keep order within the group, making sure everyone is kept on task. All members will be expected to hold a position within their group on a rotating basis. The purpose of team work is three-fold: experience in working as a team; breaking the monotony of constant typing; learning pertinent information associated with keyboarding/technology.

ADDITIONAL PRACTICES:

A. Reinforcement problems
B. Enrichment problems
C. Skill Builder for the keypad
D. Windows Tutorial

INTERNET RESOURCES

http://encarta.msn.com/EncartaHome.asp	MicroSoft Encarta Encyclopedia
http://www.kde.state.ky.us	Kentucky Department of Education
http://zelda.thomson.com	NBEA
http://www.teachnet.com	Lesson Ideas
http://www.classroom.net	Classroom Connect
http://www.askanexpert.com	Answers to questions by students/teachers
http://www.education-world.com	Education directory
http://www.msnbc.com	Breaking News
http://www.discovery.com	Discovery Channel The Learning Channel Animal Planet History, Technology, Nature, Exploration, Science
http://www.amazon.com	Bookstore
http://www.concentric.net/~Leboom	Shareware for teachers
http://www.pws.com/canit/canit.html	Educational Technology Resource Center
http://www.capecod.net/schrockguide	Guide for educators
http://www.excite.com/channel/career	Education and career websites

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KEYBOARDING RUBRIC FOR LETTERS & MEMOS*

25 points possible	EXCELLENT 24 - 25	GOOD 20 - 23	FAIR 14 - 19	FAILURE 13 & below	PTS.
FORMAT margins, placements dateline, style	0 - 1 error(s)	2 - 4 errors	5 - 8 errors	9+ errors	
PROOFREADING transposition, tense. etc.	0 - 1 error(s)	2 - 4 errors	5 - 8 errors	9+ errors	
NEATNESS centered on page, spacing, etc.	0 - 1 error(s)	2 - 4 errors	5 - 8 errors	9+ errors	
WORD-DIVISION correctly hyphenated words	0 - 1 error(s)	2 - 4 errors	5 - 8 errors	9+ errors	
PUNCTUATION correct use of commas, solons, etc.	0 - 1 error(s)	2 - 4 errors	5 - 8 errors	9+ errors	
CAPITALIZATION proper nouns, names, places, etc.	0 - 1 error(s)	2 - 4 errors	5 - 8 errors	9+ errors	
NUMBER SKILLS numbers under 10 written as words etc.	0 - 1 error(s)	2 - 4 errors	5 - 8 errors	9+ errors	

TOTAL POINTS _____

*Any document that has not been spell-checked is an automatic zero.

Name _____ Date _____ Period _____

Quiz on Unit 3

Directions: On the line provided write the letter which best completes the answer.

1. Home row keys on the numeric keypad are
   (a) 7, 8, 9.
   (b) 4, 5, 6.
   (c) 1, 2, 3. _____

2. The ampersand is struck with the
   (a) k finger.
   (b) f finger.
   (c) j finger. _____

3. When a colon is used to indicate time
   (a) you should not space before or after it.
   (b) you should space once after it.
   (c) you should space once before and after it. _____

4. The proofreader's mark ≡ means
   (a) close up.
   (b) put in all capitals.
   (c) space. _____

5. The proofreader's mark ⌒ means
   (a) close up.
   (b) put in all capitals.
   (c) space. _____

6. The proofreader's mark # means
   (a) close up.
   (b) put in all capitals.
   (c) space. _____

7. The symbol @ means
   (a) pounds.
   (b) at.
   (c) space. _____

Continued on next page

8. The symbol # means
   (a) pounds if it is in front of a figure.
   (b) number if it is in back of a figure.
   (c) number if it precedes a figure and pounds if it follows a figure. _____

9. The proofreader's mark ¶ means
   (a) switch around.
   (b) insert.
   (c) new paragraph. _____

10. The proofreader's mark ∧ means
    (a) switch around.
    (b) insert.
    (c) new paragraph. _____

11. The proofreader's mark ∽ means
    (a) switch around.
    (b) insert.
    (c) new paragraph. _____

12. Between the figure and the percent symbol, you should space
    (a) zero times.
    (b) one time.
    (c) two times. _____

13. The proofreader's mark / means
    (a) spell it out.
    (b) make it lowercase.
    (c) let it stand. _____

14. The proofreader's mark ○ means
    (a) spell it out.
    (b) make it lowercase.
    (c) let it stand. _____

15. The proofreader's mark stet means
    (a) spell it out.
    (b) make it lowercase.
    (c) let it stand. _____

Continued on next page

16. Between the figure and the dollar sign, you should space
(a) zero times.
(b) one time.
(c) two times ____

17. When keying a dollar amount that involves decimals,
(a) space once before and after the decimal.
(b) do not space before and after the decimal.
(c) space once after the decimal. ____

18. Which statement is true?
(a) Do not space before or after the > symbol.
(b) Do not space before or after the = symbol.
(c) Do not space before or after the + symbol. ____

19. The symbols [and] are
(a) used to enclose a correction.
(b) are operated by the "l" finger.
(c) are called "braces." ____

20. After an exclamation mark, you should space
(a) zero times.
(b) one time.
(c) two times. ____

Name _____ Date _____ Period _____

Language Arts Worksheet No. 2

Directions: Read rules 6, 7, 8, 14, and 15 in Appendix D in the text. Then apply them to the sentences below; each sentence contains an error. Make your corrections on this sheet.

1. I never told no one about our secret meeting.
2. Juan Mendez our trainer will have to bandage your leg.
3. We met the group at the diner and then went to the play but we were late.
4. Be sure to order sizes large extra large and petite.
5. We hardly never get to see much of you.
6. Because they never told us to do it that way.
7. The substitute teacher Mrs. Baldwin forgot her purse.
8. After the team won the game.
9. For the campout you will need hot dogs mustard and ketchup.
10. When I looked for my money, I found there was none left.
11. His parents Mr. and Mrs. Wilkins will assist you.
12. The store was closed when we got there so we just walked on but we could not find even one store that was open so we gave up.
13. For this class you will need a pen a notebook and a computer disk.
14. While I waited for her to get home.,
15. This course didn't teach me nothing I never knew before.
16. Before I get angry.
17. You can eat white meat fish or pasta for dinner.
18. You will have to ask the Assistant Manager Ms. Valdez.
19. I can't hardly understand her when she speaks.
20. If you want to be that way.

Supplementary Exercise No. 5

Keying with Proofreader's Marks

Directions: Key the paragraphs below using default side, top, and bottom margins and double spacing. Double space between paragraphs. Make all corrections indicated by proofreader's marks. File name: Sup5

If you believe what the futurists, people who make predictions about what life will be like in the future, we will be living with robots. household robots are predicted to be as common place in the home as vacuum cleaners. We will even have robotic tables and chairs that will be operated by voice command. The lawn mower will be computer guided; it will so smart that its sensors will see where the grass needs to be cut and will avoid objects such as rocks and trees. Computer chips will be in every thing thus providing objects with voice-recognition capability and synthesized speech. In the future people will be able to communicate with inanimate objects.

The business world will find even more uses for computers than it has today. We will no longer carry our money in our pockets. Dollars will be replaced by smart cards. Plastic cards that contain a microprocesor. By the year 2050 no paper money with a value of more than $10 will be in circultion. Stores will be called hyper markets. These will eb giant stores that carry a wide varety of goods and services. Hotels will us electronic check in and check out devices worn by guests, and your hotel rm. will be equiped as an office with electronic devices so you may carry on business when away form the office.

Imagine talking to your sofa!

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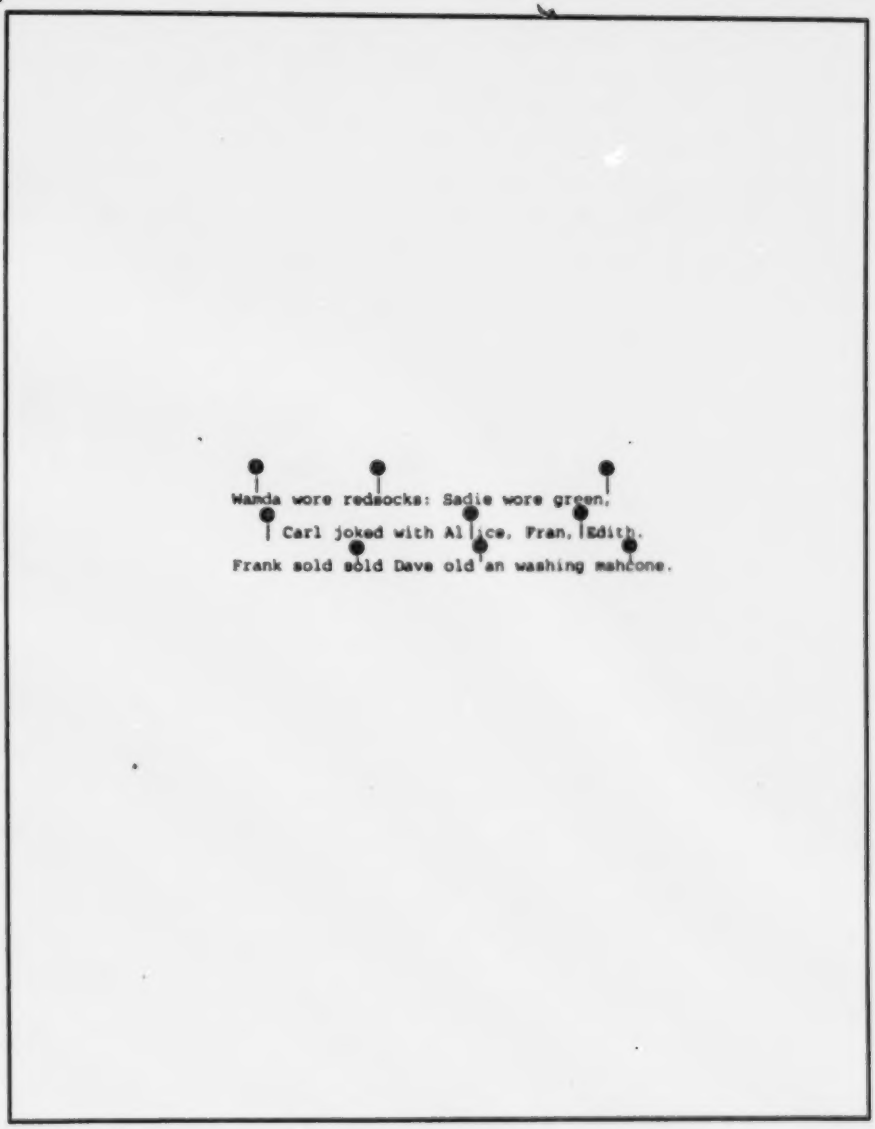
COUNTING ERRORS:

1. Count as an error any word that contains an incorrect character.
2. Count a word as an error if the spacing after it is incorrect.
3. Count a word as an error if the punctuation after it is incorrect.
4. Count each failure to follow directions in spacing, indenting, and so on, as an error.
5. Count a word as an error if it contains a space.
6. Count each word that is omitted as an error.
7. Count each word that is repeated as an error.
8. Count each set of transposed words as an error.
9. Count only 1 error against a word, no matter how many errors it may contain.



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Weekly Technique Scoring Chart

1. Eyes on copy
2. Fingers curved over home row
3. Arms held motionless
4. Wrists held low
5. Maintains even keystroking
6. Postioned correctly at machine
7. Maintains workstation efficiently

SCORING
S = Satisfactory
U = Unsatisfactory

Technique	1	2	3	4	5	6	7
Date							
Date							

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Name _____ Date _____ Period _____

Supplementary Exercise No. 7

Using the Numeric Keypad for Addition

Directions: Use the addition feature of your software to solve the problems below. Write your answer for each problem on the sheet. Remember to key the numbers using the touch method.

1. 34	2. 89	3. 21	4. 95	5. 36
29	11	85	03	28
8	46	24	9	19
10	76	29	3	47
6. 12	7. 54	8. 83	9. 40	10. 86
7	15	92	13	65
82	61	94	20	18
41	48	77	25	39
11. 143	12. 892	13. 706	14. 901	15. 541
307	128	486	404	782
112	764	204	875	600
763	891	805	643	781
16. 225	17. 891	18. 905	19. 337	20. 248
196	564	986	284	357
119	348	457	823	541
229	784	560	202	365
21. 1946	22. 3495	23. 8081	24. 3486	25. 1212
8677	2944	6500	4678	3492
7835	8922	6510	7856	4311
8956	8351	8940	6388	5238

Name _____ Date _____ Period _____

Hyphenation Worksheet

Directions: Study the word division guidelines in Appendix A in the text. On the line provided next to each word, write the word with a hyphen indicating the proper division point. Also indicate which rule applies. If a word cannot be divided, write "no" on the line.

1. half-baked _____
2. around _____
3. originator _____
4. steadily _____
5. Mr. Ray Simms _____
6. plumbing _____
7. positive _____
8. low-keyed _____
9. popular _____
10. stripping _____
11. exuberant _____
12. earthy _____
13. cater _____
14. $378.12 _____
15. calvary _____
16. avert _____
17. doesn't _____
18. readable _____
19. regulate _____
20. removed _____
21. residence _____
22. rerun _____
23. sandy _____
24. shaver _____
25. flexible _____
26. surveillance _____
27. table _____
28. unbeatable _____
29. glossary _____
30. dimmed _____

Bulletin Board Ideas for Unit 6

Can You Function Without These?

Reproduce several copies of the diskette figure in Unit 2 of this binder. With a marking pen, write the software command(s) for the functions taught in this unit—block and move, search and replace, footers, hard hyphen and hard space, thesaurus, footnotes and endnotes, right tabs with leaders. Use different-colored marking pens to color in the shoes and gloves of each figure. Arrange the diskette people attractively on the board.

Check This Out

On colored construction paper, cut out four large check marks. See cutout on page 223. Mount the check marks in each corner of the bulletin board. Post examples of exemplary student work. Change the examples often and try to get as many different students' papers on the board as possible. See sketch on page 225.

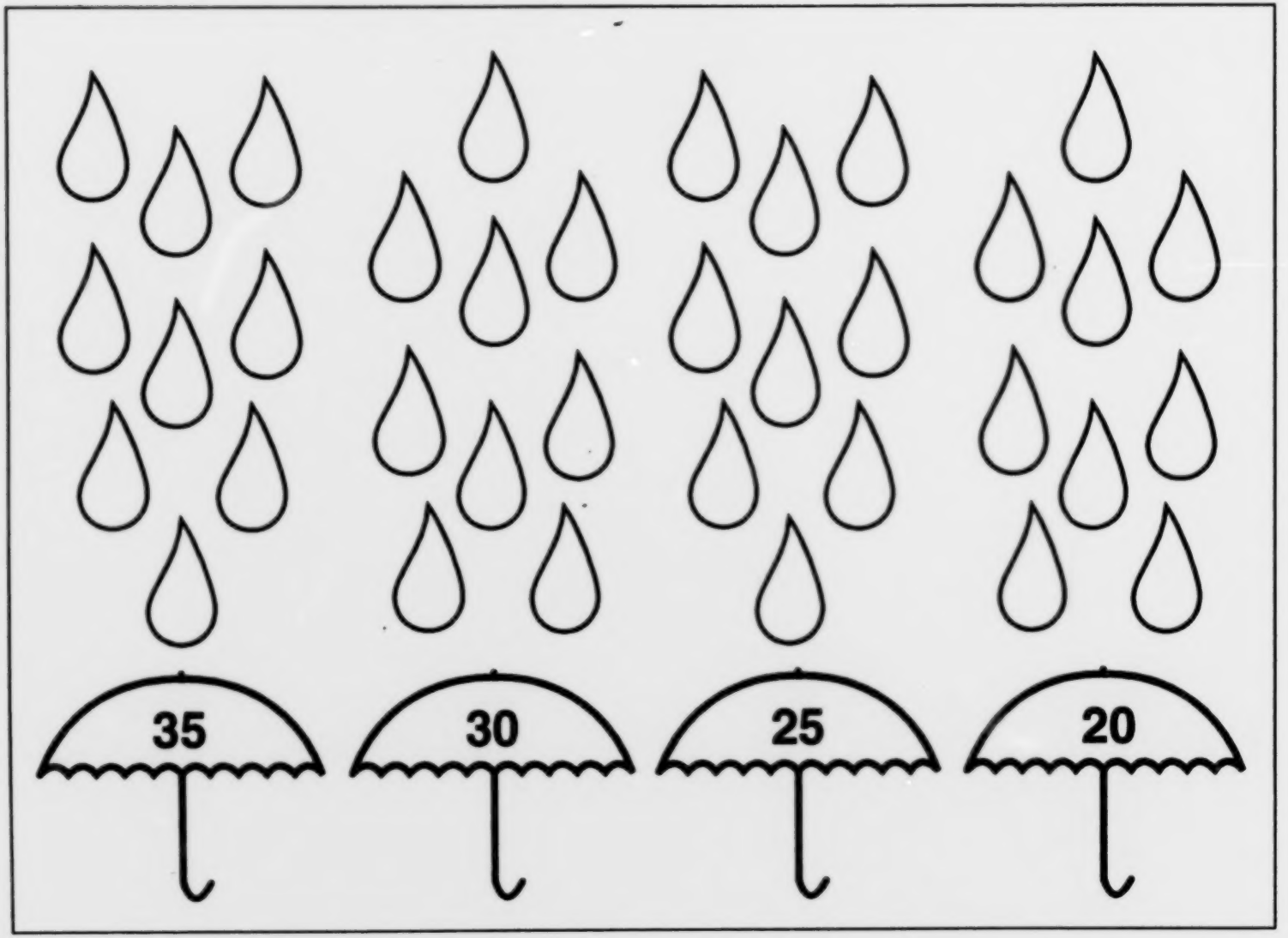
Pour on the Speed!

Cut raindrops and four umbrellas out of colored construction paper. See cutouts on pages 227, 229, 231 and 233. If you teach more than one class, use a different color for each class's raindrops. Write the name of each student on a raindrop or have students do this. With marking pen, write the speeds they must attain to get an A, B, C, and D on each umbrella. Mount the students' raindrops over the appropriate speed umbrella. As students progress in their speed development as measured by their timed writings, allow students to move their raindrops to the next level umbrella. See sketch on page 235.

DTP: Desktop Publishing with [Name of software]

If your students do Lesson 93 and explore a desktop publishing software program, post examples of their work. This is a good way to get students interested in taking additional courses beyond keyboarding.

Pour on the Speed



Check This Out